

Parkside Primary School

Inspection report

Unique Reference Number	117935
Local Authority	East Riding of Yorkshire
Inspection number	326720
Inspection dates	15–16 June 2009
Reporting inspector	Andrew Saunders

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	419
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Anne Stevens
Headteacher	Mr Brian Morris
Date of previous school inspection	1 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Western Road Goole DN14 6RQ
Telephone number	01405 763634
Fax number	01405 767612

Age group	3–11
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This is a considerably larger than average primary school in the town of Goole. The school occupies a very large site, and is based in two separate buildings. The proportion of pupils eligible for free school meals is lower than average and the very large majority of pupils are from White British backgrounds; most speak English as a first language. The percentage of pupils with learning difficulties and/or disabilities is average, although higher in some year groups. A small proportion of pupils have behavioural and emotional needs. The Early Years Foundation Stage includes a Nursery and two Reception classes. The school holds a number of awards, including the Healthy Schools award, the Basic Skills Agency quality mark and a silver gilt certificate for Yorkshire in Bloom. An after-school club and a play group on the site were inspected separately.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 4

In accordance with Section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to the achievement of pupils in Key Stage 2, particularly in writing, mathematics and science.

While there are some good features in this school, the standards reached by pupils by the end of Key Stage 2 are too low, and their achievement is inadequate given their starting points. The quality of education in the Early Years Foundation Stage is good, and the personal development of these younger pupils is outstanding, so that they get a good start to their education. The very large majority of parents think highly of the school and appreciate what the staff and headteacher do for their children. A parent indicated, 'If I ever need to talk to any of the teachers I find them highly approachable and extremely helpful.' The caring attitude of staff means that the personal development and well-being of all pupils are good. Pupils are proud to be part of the school and appreciate being able to participate in the many fun activities available, or taking on helpful responsibilities.

Leadership and management are satisfactory, as leaders have identified many of the key issues that need to be tackled. While the actions taken to address these issues are appropriate, improvements have been slow to come about. Efforts to raise standards in English have met with some success, but the new strategies being used in mathematics have not yet had sufficient impact. There has been less emphasis on raising standards in science; consequently, standards in this subject have declined. Most of the issues raised at the previous inspection have been addressed and the school demonstrates that it has the capacity for further improvement. Despite the improvements in the quality of education, there has been inadequate progress in raising standards. While the leadership has ensured that the school retains good management of finances during a period of considerable investment in the learning environment, value for money is inadequate because the achievement of pupils is inadequate.

Overall, teaching and learning are satisfactory. There is not yet enough good or better teaching to ensure that all pupils make the progress they should. The monitoring and evaluation by leaders have not always provided specific enough direction to staff so that they know exactly what is required to improve. At times, pupils are given work that is not sufficiently challenging. The guidance they receive about what to do to improve is too general and too infrequent. However, teachers ensure lessons are enjoyable and pupils are keen to learn. Teachers are becoming more confident with the new developments brought into the curriculum, and are providing more creative, integrated learning opportunities. As a result the curriculum is satisfactory and improving. The staff care a great deal about the pupils and provide good opportunities which enable them to develop into mature, considerate young people.

The school works hard to ensure that all pupils have equal opportunities, and is developing productive relationships with other partners. As an important part of the local community, the school provides some good opportunities, such as the local sports clubs and adult learning. Environmental issues are a key focus for the pupils and they do much to bring about the changes they can; their efforts have been recognised by the East Riding Chairman's Award.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enter the Nursery with skills that are similar to those expected for their age. They make good progress through the Early Years Foundation Stage and, most recently, by the time they join Year 1 many have skills that exceed those expected for their age. This improvement from previous, broadly average standards is particularly noticeable in their personal, social, and emotional development and in their skills in communication, language and literacy. However, their skills in calculations are not as well developed and are broadly average. Children are very outgoing, articulate and friendly. They play and work harmoniously together. A good range of activities successfully engages the children and addresses all areas of learning. The outdoor area is used effectively and has improved considerably since the previous inspection. Staff support children's learning well, and their teaching is good. They use questioning appropriately to extend children's understanding during focused activities and when children have chosen activities for themselves. Good leadership and management have ensured that very careful checks are made on children's progress and this information is used well to plan activities that interest and enthuse children while moving their learning on. The 'Learning Journey' records provide a delightful and highly individual record of children's happy passage through the Nursery and Reception classes. Relationships between children and staff are warm and supportive. High standards of pastoral care ensure that the children feel very safe and secure, and this supports their excellent personal development and good achievement. Welfare procedures meet requirements.

What the school should do to improve further

- Accelerate pupils' progress in Key Stage 2, to raise standards and achievement in writing, mathematics and science
- Make monitoring and evaluation more rigorous so that teachers know precisely how to improve their practice.
- Provide pupils with clear guidance so they can improve their work.

Achievement and standards

Grade: 4

Achievement is inadequate. The results of national tests at the end of Key Stage 2 in recent years have been below average and show that pupils have not made enough progress during this key stage. Pupils start in Year 1 with average standards and make satisfactory progress in Years 1 and 2. The results of teacher assessments at the end of Year 2 show standards are average. However, progress has been inadequate during Key Stage 2. Standards at the end of Year 6 have been variable over the past few years and, despite some recent improvement, they remain below average overall. Teacher assessments show that standards in English are now broadly average, although standards in writing are considerably lower than those in reading. Standards in mathematics remain below average. Teacher assessments in science show that pupils are not making as much progress as might reasonably be expected; the standards of those pupils currently at the school are lower than in recent years.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good, as is their spiritual, moral, social and cultural development. Assemblies contribute significantly to pupils' opportunities to reflect on social and moral issues. Pupils are proud of the fact that their efforts in a local competition led to the installation of solar panels. They demonstrate a good understanding of the impact of climate change, and recent work on the topic of culture enhanced pupils' understanding of global issues, other faiths and world views. Pupils develop confidence and maturity as they move through the school, and enjoy the responsibilities of being a green, red or blue cap, school council member or young leader. They appreciate the benefits of behaving well and understand that having a calm environment in the classroom is beneficial to learning. Pupils understand the importance of healthy food and exercise such as the daily keep fit routines. They appreciate the opportunities to buy fruit at break time, enjoy the benefits of their 'trim trail', grow vegetables in raised garden beds in the school grounds and are enthusiastic about participating in sport. They consider that bullying is rare. Attendance is satisfactory. Pupils enjoy school and see it as a good place to learn and feel that they are 'good listeners'. They have a good understanding of how to stay safe and cope with dangers they may face in their everyday lives, for example in internet chat rooms or on busy roads. Because of their confidence in the use of information and communication technology (ICT) and in their approach to the move to secondary education, pupils are satisfactorily equipped for the next stage in their education and future lives.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory and has improved during the current school year. Despite the improvements, teaching, especially at Key Stage 2, does not provide enough challenge and pupils are sometimes constrained by doing tasks that are too easy for them. During the inspection, lessons observed included examples of good practice, but this is not yet consistent enough to ensure that pupils achieve as much as they can. Work in books reflects this, and misunderstandings are too often allowed to persist. However, pupils enjoy their lessons and cooperate well; relationships are very positive. Planning is thorough and teachers make good use of ICT, including the interactive whiteboards, to engage pupils and provide a range of interesting learning activities. Those pupils with moderate and severe learning disabilities are particularly well supported by the teaching assistants, who are well informed about the pupils' needs and how to help them get the most out of lessons. The school has recently introduced a scheme to use assessment to help pupils make progress and teachers are becoming more confident in using this to adapt rapidly what they do in response to the pupils' needs and abilities.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory overall and is improving as the school focuses on the development of pupils' skills and on fostering a more creative approach. As a result of effective evaluation by leadership, there is greater emphasis on linking sounds and letters in the Early Years Foundation Stage and Key Stage 1. This is helping children to improve their early skills in

reading and writing. Opportunities for writing at length in subjects such as history and science are used more effectively in some classes than others. Provision for numeracy is improving and the greater focus on developing pupils' ability to tackle mental arithmetic and carry out calculations is starting to have a positive impact on standards in mathematics in Key Stage 2. Good provision for personal, social and health education is reflected in pupils' good personal development. Effective links with local providers enhance sporting opportunities. The curriculum is enriched with a wide range of popular clubs, good opportunities for making music, and visits and visitors to bring learning alive.

Care, guidance and support

Grade: 3

Pastoral care for pupils is good and an important reason why pupils say they feel safe and secure in school. Pupils are confident that members of staff will help them if they are worried. Parents like this and find the school 'warm and welcoming'. Good support for pupils with behaviour difficulties has had a positive impact on reducing disruption in class. Staff work hard to improve pupils' attendance and the breakfast club has improved punctuality. Good links with outside agencies and innovative links to various programmes enhance the school's care for the pupils, for example by developing their understanding of nutrition. Care for vulnerable pupils and those with behavioural difficulties is sensitively managed. Safeguarding systems meet requirements. However, academic guidance does not help pupils make as much progress as they should. The quality of marking occasionally provides guidance on how to improve, but this is inconsistent. Many pupils talk with confidence about their personal targets and the help they get to achieve them, but their academic targets are not challenging enough and in some cases not in place. The tracking of achievements and interventions for pupils with learning difficulties and/or disabilities is good so that these pupils often make better progress than their peers.

Leadership and management

Grade: 3

The headteacher has identified key issues and put in place appropriate support to raise standards. This has had some impact and standards are slowly rising. Middle leaders are developing their role in supporting the senior leaders in bringing about improvements, and becoming more confident in evaluating the impact of new strategies. Although the school is aware of its most significant strengths and weaknesses through self-evaluation, monitoring of lessons is not closely enough focused on what teachers should do to ensure good learning is happening in all lessons. Various strategies have been put in place to address the low standards in mathematics and the impact is slowly becoming evident in the achievement of the pupils, although there is some way to go. The headteacher has ensured there are positive ways of managing behaviour and this brings about a pleasant, calm atmosphere. Governors are supportive but do not always provide sufficient challenge regarding the data about standards. The school is an important part of its community, participating in many events. Leaders have developed some links with wider communities, which are helping pupils gain a wider view of the world and which promote satisfactory community cohesion.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and/or disabilities make progress	3

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	Yes

Annex B**Text from letter to pupils explaining the findings of the inspection**

Dear Pupils,

Inspection of Parkside Primary School, East Riding of Yorkshire, DN14 6RQ

On behalf of Mrs Mothersdale and Mrs Walsh, I would like to thank you for chatting to us and making us welcome when we inspected your school. We were impressed with the way you behave so well, and lots of you told us that you enjoy school. Your parents also feel that you are well looked after at school, because the staff take good care of you. There are many ways in which you support each other and take on responsibilities, and this helps make your school a pleasant place to be.

You also know how to keep healthy, stay safe and how to make a really helpful contribution to your community. This was clear from the pride you take in having won the competition to have the solar panels installed, helping protect the water voles, and in the many things you do in the area.

In the Nursery and Reception classes, you make a good start to your learning, and those of you in Years 1 and 2 make satisfactory progress. In Key Stage 2, not all of you are making as much progress as we might expect, and we are asking your school to make sure that this happens. This is called a 'notice to improve'. In particular, we have asked your school to make sure that you reach higher standards in writing, mathematics and science. One of the ways we want them to do this is by making sure even more of your lessons are good or better. Another way is by making sure you get specific advice on what you need to do to improve your work. You can help by making sure you do what the teachers ask you to.

We believe that the school has already shown that it can improve how well you do, because you are doing better in English, for example. However, this needs to happen in the other areas as well. After a while, some other inspectors will visit your school to see how you are getting on.

Most importantly of all, you should continue to enjoy learning and work hard to do the very best you can.

Yours faithfully

Andrew Saunders

Lead inspector